

## Funded Responsive Projects 2018/19

Project Team	Project title	Project outline
Dr Cristina Navarro and Dr Zuleykha McMillan	Recording and use of educational videos as a student-centred approach to enhancement of good laboratory practice in practical chemistry courses.	This project looks to exploit the benefits of using videos in education to produce authentic learning opportunities for students and to enhance the quality of teaching. We propose to design, make and disseminate effective videos for our chemistry laboratory modules to teach safe laboratory practice and basic techniques properly while inspiring and engaging with them through this student-centred learning activity. Students would be the ones designing and making the videos, always supported by staff members. Additionally students will create pre-lab questionnaires related to the content of the videos to ensure everyone comes to the lab prepared.
Dr Vanessa Armstrong and Dr Beth Lawry	Careers timeline for Biomedical Sciences Undergraduates.	This project explores early career planning and employability readiness for undergraduates. There are clear time points when employability enhancement opportunities are appropriate/available and ensuring awareness of these in a coherent and logical manner is a vital part of careers guidance. Our current employability resources are plentiful and varied; however, they are often muddled across stages and confusing to students as when to attend/how to apply. We aim to create an easily accessible, electronic 'one stop shop' website with a degree spanning timeline of opportunities, linked to resources. This interactive timeline could encourage access to these opportunities and increase employability awareness.
Dr Hélène Tyrrell	Student-led teaching: enhancing participation and communication skills among undergraduate law students.	This project intends to identify how students could be more involved in the running of lectures and seminars. Strong oral communication skills are essential to law graduates but the current teaching provision provides limited opportunity for practice. The profession and academy regularly report an oral communication skills deficit as a 'recurrent concern' while changes to the qualification route for solicitors will require these skills by the completion of undergraduate study. Drawing on an experiment in March 2018, this project will trial and evaluate student-led initiatives to this problem. This involves redesigning small-group teaching and will trial student leadership in undergraduate lectures.
Dr Helen Mason	"Managing-up": Enhancing placement	This project explores 'managing-up', which is an employability skill required of placement students and graduates. However, students have expressed concern that they lack skills associated with

	and graduate employment preparedness.	managing-up and employers have identified graduates as being deficient. This project aims to develop teaching and learning case study materials based upon placement students' and employers' experiences of managing-up to support students' skills development and placement preparation. Two student interns will conduct focus groups and in-depth interviews with placement students and employers respectively. Teaching materials will be piloted with placement students and will be available to the Careers Service and module leaders who seek to develop managing-up skills
Dr Simon Wilkinson, Dr Catherine Méplan and Dr Vanessa Armstrong	It's not just about the science – attribute development and recognition via final year dissertations.	This project explores how the final year dissertation allows students to develop a wide range of key transferrable skills, but it happens in semester 2 with minimal time to assess impact. The aim of this study is to investigate whether students are able to realise and appreciate the skills they have been developing over this intensive period which can then help them with their own employability. Pre and post research project surveys alongside small focus groups and interviews will be done. The implementation of additional supportive sessions with an opportunity for reflection will be introduced if found to be appropriate from the findings.
Luisa Wakeling and Janice Ellis	Validation by dental students of the alignment of our Educational Strategy to their learning experience.	This project will undertake a student-led review of the alignment of the Dental School's undergraduate programmes to the University's Educational Strategy. Student interns will be employed and trained to facilitate focus groups based on the programme's achievement of FKSA particularly considering the use of technology and accessibility. Thematic analysis of the group's transcripts will identify emergent development priorities. As Newcastle University's new Education Strategy identifies five key strategic educational aims, which are future-facing and learner-centric, arguably the learners themselves are therefore best placed to determine the success of their own educational programmes in achieving those aims.
Dr Angela Dyson	Enhancing laboratory skills and confidence in physics labs	This project explores the challenges students face in their first few laboratory sessions. Their experiences at school or college will vary enormously and many will have limited experience of setting up and doing an experiment. While we try our best to ameliorate their fears by using familiar physics from A level, having them work in pairs and requiring them to complete a pre-lab; there is always more work that we can do. This project will create a set of YouTube style video resources for undergraduate physics laboratories outlining the use of operation of the most frequently encountered equipment. We will employ two students who have just completed the laboratory in order that the most common misconceptions and misunderstanding can be captured and addressed by the resources. Students entering their second year of laboratory work are likely to also make use of the resources as many forget details over the long summer break.

Dr Eugene Wong	Digitalisation of Logbook for Capstone Project using Microsoft Teams	This project explores the Final Year (Capstone) Project, recognising it is a major module undertaken by students in the last year of their degree programme. For engineering programmes, a logbook is part of the assessment and a requirement by engineering accreditation bodies such as IMechE. Students typically record all related tasks and information in a hardbound logbook. With increasing digitalisation, we are proposing to implement a digital logbook where students will be able to record, upload and share all information related to the project onto the Microsoft Teams platform. Supervisors will be able to view shared content and provide timely feedback.
Rosalind Beaumont and Gail de Blaquiere	Enhancing part-time researcher training and development provision in HaSS/ SAgE	This project examines how Newcastle University offers comprehensive faculty-based training programmes for their PGRs that are most easily accessed by FT students based at the Newcastle campus. PT researchers are a diverse group in terms of age, discipline, work contexts and location. This project aims to fully investigate the makeup and training requirements of our part-time PGRs. We intend to survey all our PT PGRs with additional focus groups and use the findings to develop a programme to provide inclusive training opportunities. We will be informed by the results of the project but anticipate flexible and distributed learning opportunities and cross-faculty learning to provide a more supportive and positive learning environment for our PT PGRs.

## Funded Strategic Projects 2018/19

<p>Dr Mei Lin and Dr Lana Yan Jun Liu</p>	<p>Examining Different Learners' Development of Critical Learning Skills in Postgraduate Taught Programmes: A Comparative Study in Accounting and Finance and in Applied Linguistics and TESOL</p>	<p>This project examines how students' abilities to apply knowledge and critique are central to their academic success in UK universities. This remains as one of the biggest challenges for students studying in the UK's one-year taught master's programme, especially for students with different educational and cultural backgrounds. Drawing on a recent literature review of international learners over the last three decades, this follow-up project aims to identify critical moments in students' learning journey and pedagogical strategies focusing on knowledge application and critical evaluations, and therein to enhance CT in curriculum design. Students from taught master's programmes from NUBS &amp; ECLS will participate.</p>
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